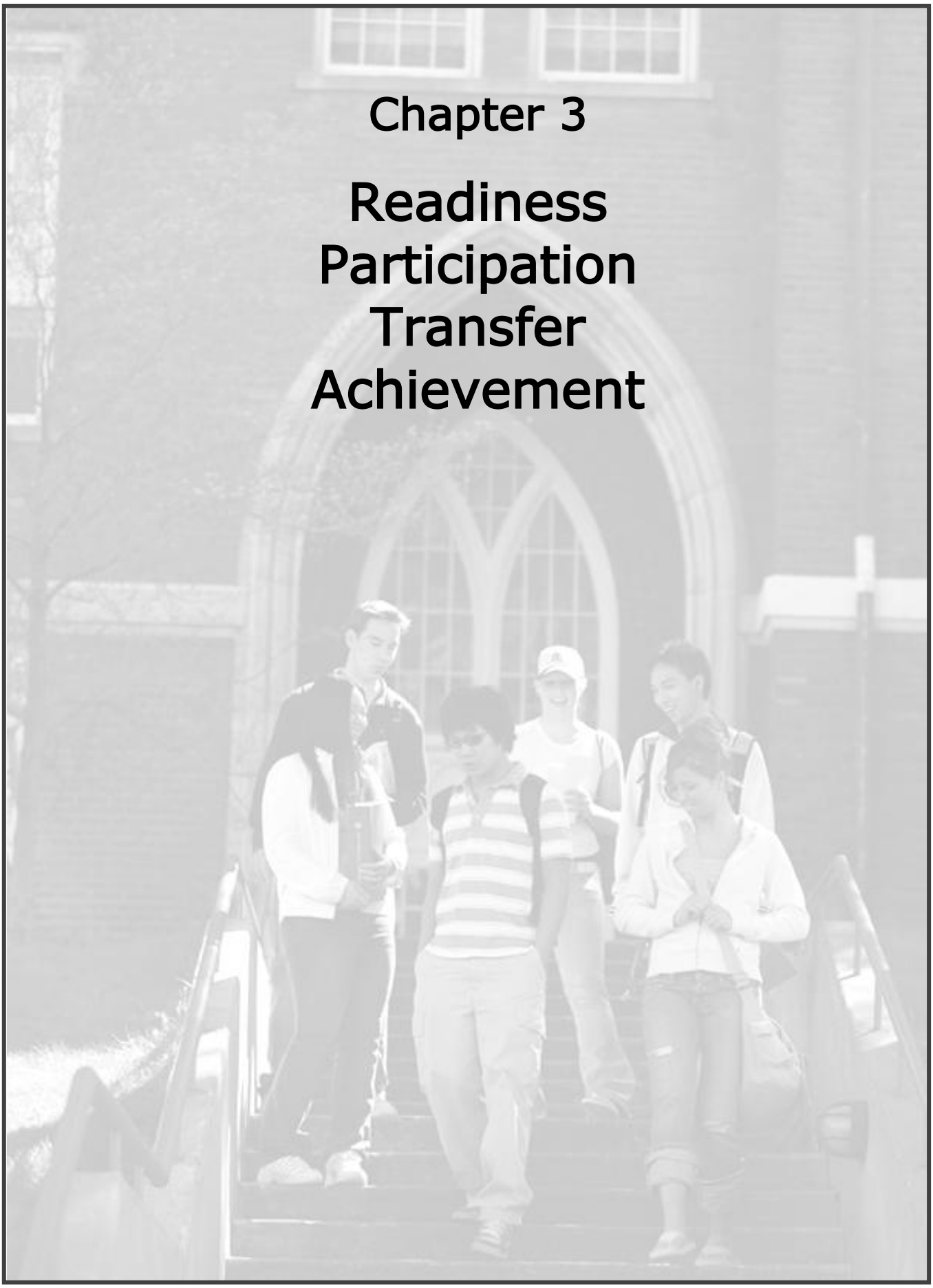


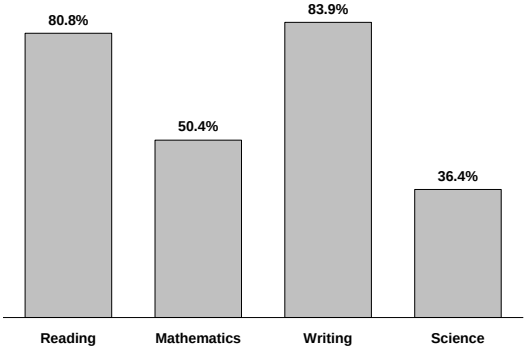
Chapter 3

Readiness
Participation
Transfer
Achievement

Are Washington students well prepared for higher education?

Beginning with the class of 2008, to receive a high school diploma, students must meet standards on the 10th grade Washington Assessment of Student Learning (WASL) in reading and writing. Students also meeting WASL mathematics standards earn the Certificate of Academic Achievement (CAA). Beginning with the class of 2013, students must meet WASL standards in mathematics and science as well as reading and writing to earn both a diploma and the CAA. The WASL mathematics requirement will be replaced with a mathematics end-of-course exams requirement beginning with the class of 2014. Because most Washington students will need to attain the Certificate of Academic Achievement before beginning college-level work, WASL performance is an important factor in college preparation. In 2006-07, over half of 10th grade Washington students met the statewide standards in the areas of reading, writing, and mathematics. Black, Hispanic, and Native American students lag behind their Asian/Pacific Islander and white peers in 10th grade WASL performance. Students may take the 10th grade WASL exams multiple times beginning in the 9th grade; there are also alternative options to meeting WASL test requirements.

2006-07 10th grade WASL scores: percentage meeting statewide standards



2006-07 10th grade WASL scores: percentage of students meeting statewide standards by race/ethnicity

	Reading	Mathematics	Writing	Science
Black	65.0%	22.5%	72.5%	13.8%
Asian/Pacific Islander	85.6%	59.9%	87.8%	43.4%
Hispanic	66.1%	25.6%	68.6%	15.5%
Native American	68.4%	31.3%	72.4%	19.3%
White	84.6%	56.3%	87.4%	41.4%

Source: Office of the Superintendent of Public Instruction: http://reportcard.ospi.k12.wa.us

College-level learning opportunities available to Washington high school students.

A number of college-level learning opportunities are available to Washington high school students, including Running Start, Advanced Placement (AP), International Baccalaureate (IB), College in the High School, and Tech Prep.

Running Start

The Running Start program enables 11th and 12th grade students to take college courses at the state's community and technical colleges and Washington State, Eastern Washington, and Central Washington Universities. School districts pay tuition costs, while students are responsible for books and other expenses. After some initial pilot projects, the program was expanded statewide in the 1992-93 academic year.

Source: Higher Education Coordinating Board, http://www.hecb.wa.gov/intro/packets/FebMtg02.pdf.

Advanced Placement

The Advanced Placement (AP) program offers high school students the opportunity to take college-level courses in their high schools. Students participating in AP may earn college credit, depending on how they score on their AP examinations. Advanced Placement courses are taught by high school teachers following guidelines published by the College Board.

Advanced Placement students, enrolled at both public and private high schools, took 46,751 exams in 2006-07 (which is an increase of 13.6 percent over 2005-06). Of these, 28,219 (60 percent) had passing scores of 3 or higher.

Source: Office of the Superintendent of Public Instruction.

More college-level learning opportunities available to Washington high school students.

International Baccalaureate

The International Baccalaureate (IB) program is a college prep course of study leading to examinations in core fields. Colleges and universities may award credit for International Baccalaureate work, depending on IB examination scores. The program began as a way to establish a common curriculum and university entry credential for students moving from one country to another.

Source: International Baccalaureate Organization, http://www.ibo.org.

College in the High School

College in the High School programs provide college-level courses to 11th and 12th grade students. These courses are offered at the high schools and may be taught by high school faculty who are also adjunct faculty at a college. The courses use the same curriculum, assessments, and textbooks as identical courses offered on campus would use. The courses must be college-level, included in the college's catalog or an appropriate supplement, and taught as part of the college curriculum.

Source: State Board for Community and Technical Colleges, http://www.sbctc.ctc.edu/college/_e-wkforcecollegeinhighschool.aspx

Tech Prep

Tech Prep offers students an opportunity to earn community college credit while still in high school by enrolling in a "tech prep" course. These courses are aimed at preparing students for technical and professional careers by requiring that they earn a B grade; students pay an up to $25 application fee to the college awarding the credit. Tech Prep credit is awarded for many types of courses, ranging from accounting to auto body repair to drafting and Web site design.

Source: Various community and technical colleges.

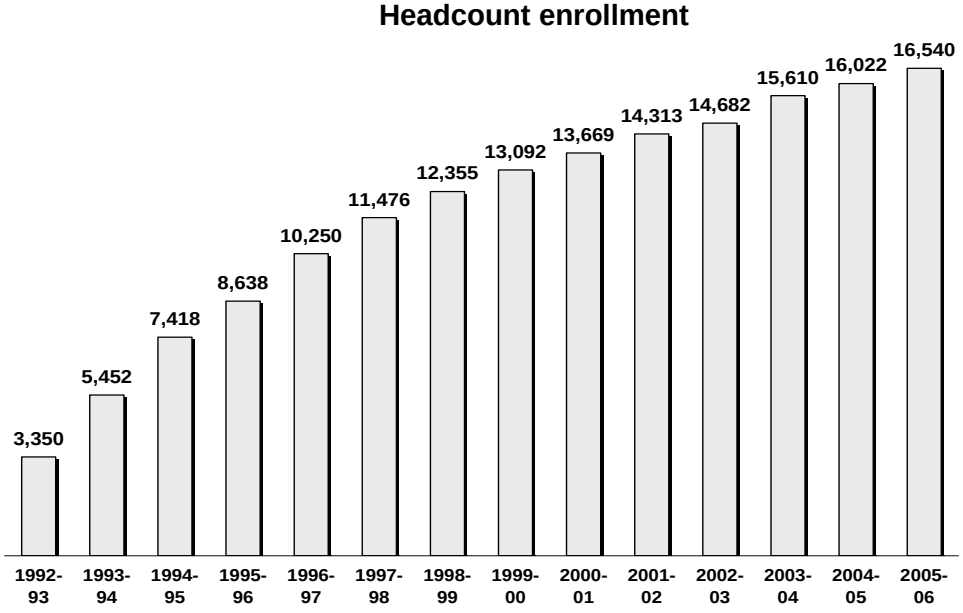
What is Running Start? How many students are enrolled in the program?

The Running Start program enables qualified high school juniors and seniors to simultaneously earn college and high school credit by taking courses free of charge for the student at community and technical colleges, Central Washington University, Eastern Washington University, Washington State University, and The Evergreen State College – as well as Northwest Indian College. About 10 percent of all high school juniors and seniors in public schools are taking at least one college course through Running Start.

High school students are tested before being admitted to the two-year colleges to determine whether they are capable of doing college-level work. In fact, the grade point average for Running Start students is comparable to that of similar two-year college students. Research has shown that Running Start students who transfer to four-year universities perform as well or better than traditional college students.

The number of students involved in the Running Start program has grown steadily. In 2005-06, 16,540 students participated (which equals 10,284 FTE enrollments). This represents a three percent increase over 2004-05.

Growth in Running Start enrollments at community and technical colleges continues to increase



Source: State Board for Community and Technical Colleges, *Running Start: 2005-06 Annual Progress Report.*
Note: Does not include Running Start students at four-year higher education institutions.

How do Washington students compare to their national peers in their performance on the SAT and ACT?

Washington high school students outperform their national peers on college entrance examinations.

Most Washington students seeking admission to four-year colleges take one (or both) of two college entrance examinations – the Scholastic Aptitude Test (SAT) or the American College Test (ACT). The SAT is an aptitude test, while the ACT is a curriculum-based achievement test.

- The SAT assesses how well students analyze and solve problems, and many colleges in the nation consider the scores as a measure of the critical thinking skills students need for academic success in postsecondary education. The SAT includes three reasoning tests: critical reading, mathematics and writing. Scores for each test are scaled from 200-800, with a total composite scoring range of 600-2400.

  Approximately 53 percent of Washington high school graduates in 2006-07 took the SAT. Their average score was 1567 (out of 2400), 56 points above the national average of 1511.

- The ACT includes four tests: reading, English, science, and math. Scoring ranges from 1 to 36 for each of the four tests. A composite score is created by averaging the test results.

  About 16 percent of the Washington high school class of 2007 took the ACT at some time during their sophomore, junior or senior year of high school. Their average composite score of 23.1 (out of 36) was 1.9 points above the national average.

Washington SAT and ACT average scores compared to national average scores: 2006-07

	Washington	Nation
2006-07 SAT	1567/2400	1511/2400
2006-07 ACT	23.1/36	21.2/36

Sources: The College Board, "SAT Executive Summary 2007," and ACT, Inc., "ACT High School Profile of High School Graduating Class 2007, State Composite for Washington."

How do Washington students' test scores compare by gender?

Females do not score as well as males on the SAT in math and critical reading, but perform better than males in writing. In Washington, males achieved an average score of 549 on the math portion of the SAT, compared to 515 for females. In all categories, Washington's students' average scores were higher than the nation's students.

SAT mean scores by gender: 2006-07

	Math		Critical Reading		Writing	
	Males	Females	Males	Females	Males	Females
Nation	533	499	504	502	489	500
Washington	549	515	527	525	503	516

The gap between males and females is less pronounced on the ACT than the SAT. In Washington, for example, females outscored males on English and reading, while trailing in math and science. This pattern was true at the national level as well.

ACT scores by gender and subject area: 2006-07

	Washington		Nation	
	Males	Females	Males	Females
English	22.2	23.0	20.2	21.0
Math	23.9	22.3	21.6	20.4
Reading	23.5	23.8	21.2	21.6
Science	23.3	22.1	21.4	20.5
Composite	23.3	22.9	21.2	21.0

Sources: The College Board and ACT, Inc.

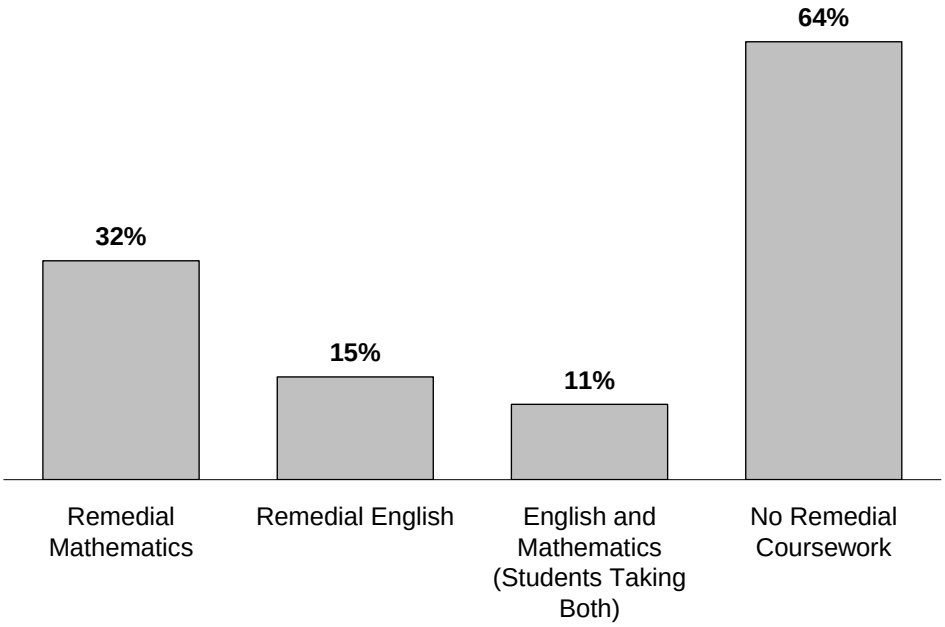
How much remediation do Washington high school graduates need when they get to college?

Remedial courses are basic education courses that do not carry college-level credit. Of the 2005 high school graduates who began postsecondary education at Washington's two-year and four-year colleges and universities within a year after graduating from high school, 36 percent (overall) enrolled in remedial mathematics and/or English courses.

Remediation rates vary by type of college – with four-year institutions becoming more selective and requiring students to attend two-year colleges for needed remedial work.

More students enroll in remedial mathematics than in remedial English, as illustrated in the following table.

2005 college remediation:
percentage of high school graduates enrolled in remedial coursework
(includes only students enrolled in public higher education institutions)



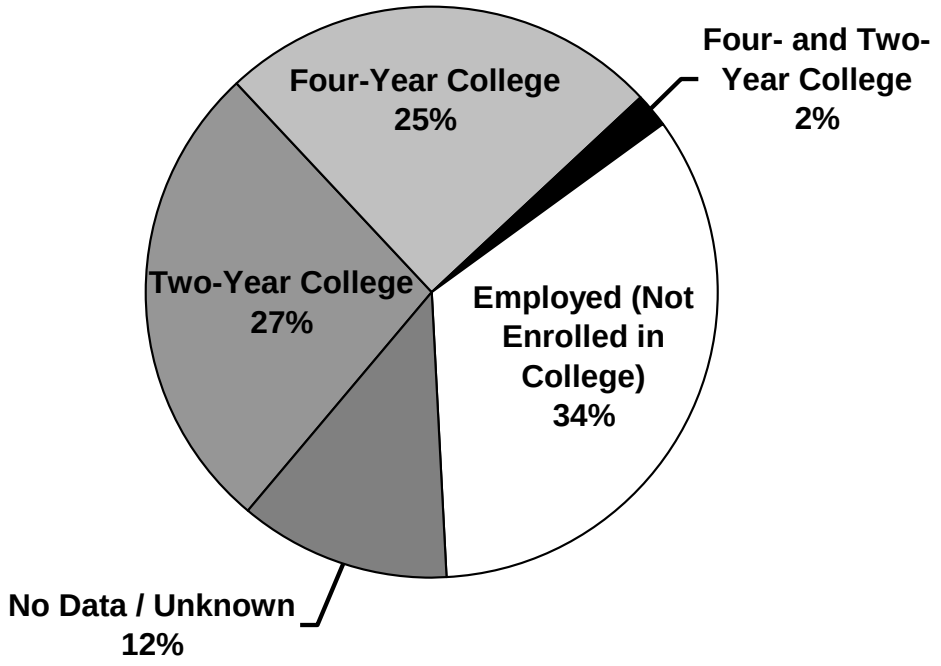
Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2005*.

What do Washington students do after they graduate from high school?

The "Washington State Graduate Follow-Up Study" for the high school class of 2005 indicates that approximately 54 percent of public high school graduates enroll in postsecondary education within the first year of graduation. Because data are not available for about 12 percent of graduates, this percentage is likely even greater.

In addition, data indicate that 34 percent of high school graduates are employed and not attending college. However, it is important to note that most college students are also employed – in addition to their postsecondary pursuits.

Pursuits after graduating from high school: class of 2005



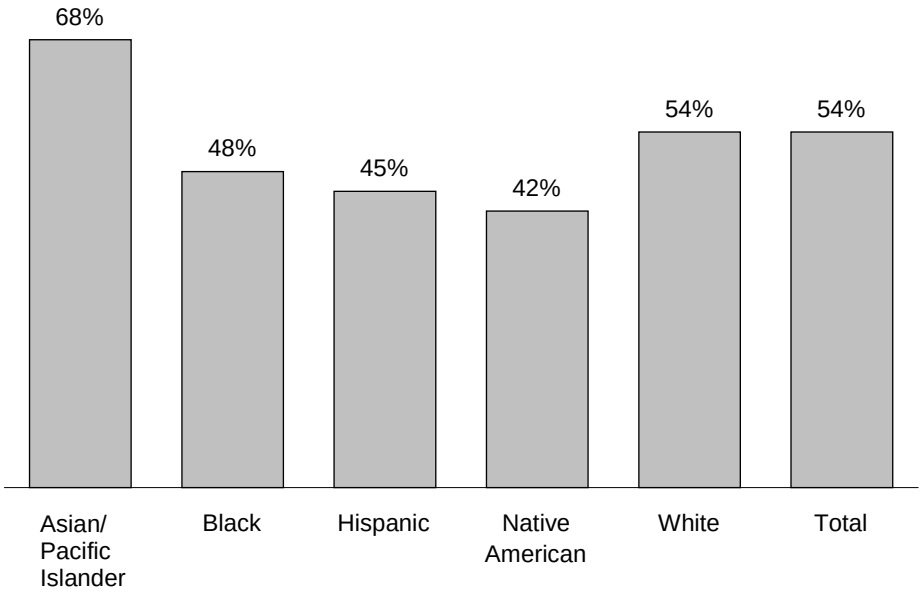
Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2005*.

Are there differences in college participation among high school graduates of different races or ethnic groups?

There are differences in the college-going rates for racial and ethnic groups.

Within one year of graduating from high school, Asian students enroll in college at the highest rates. Students of other racial/ethnic backgrounds enroll at lower rates.

Percentage of high school graduates going to college, by race and ethnicity: 2005



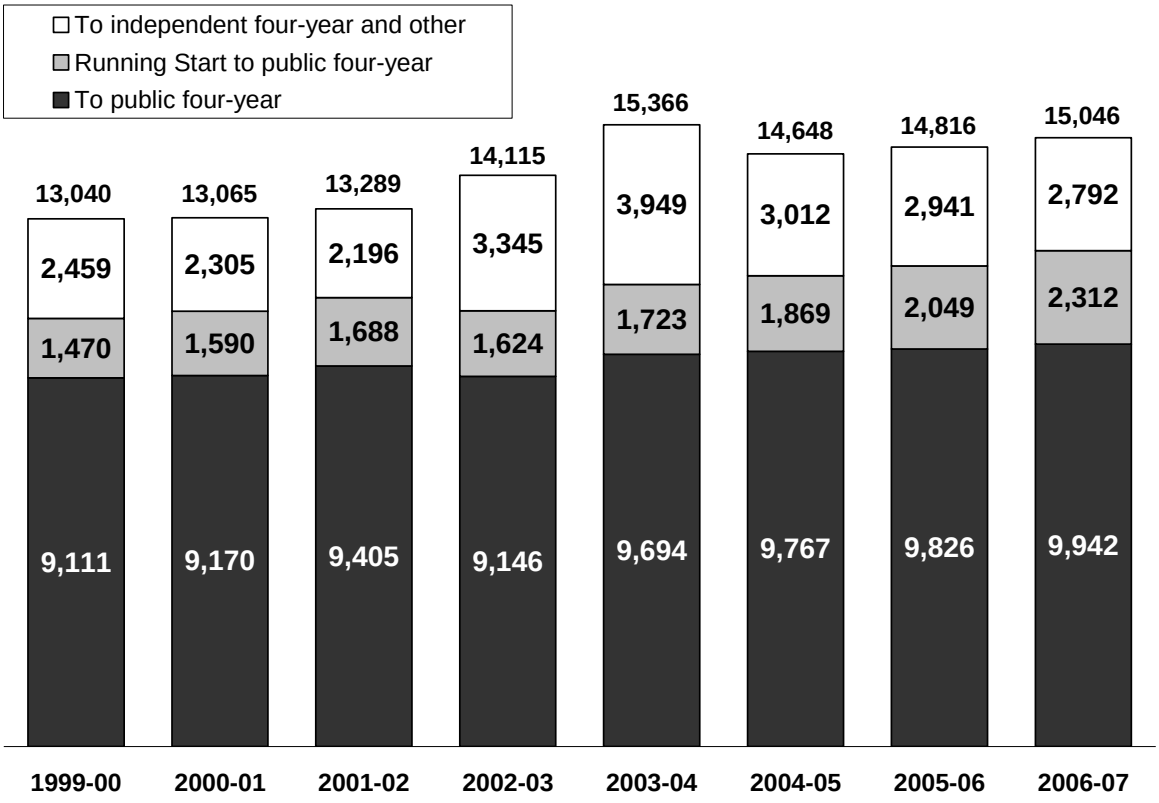
Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2005*.

How many students transfer from a Washington community or technical college to a four-year institution?

About 15,000 Washington community and technical college students transferred to four-year institutions in 2006-07. Not all transfer students have degrees and not all students with two-year degrees transfer.

Approximately four-fifths of the students transferred to public four-year institutions; this includes more than 2,300 Running Start students. In addition, about 2,800 students transferred to other baccalaureate institutions, either in-state or out-of-state (this includes 399 students who transferred to the University of Phoenix and 165 to Portland State University).

Most students transferring from the community and technical colleges enter the public four-year institutions



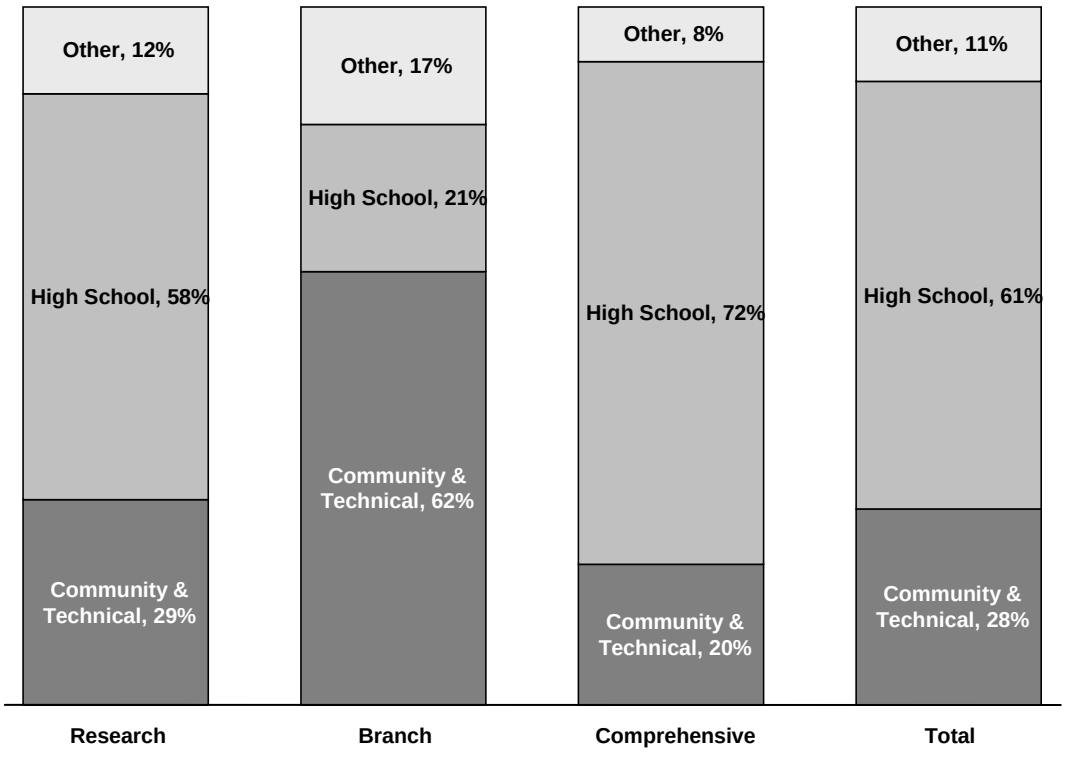
Source: State Board for Community and Technical Colleges, *Academic Year Report, 2006-07.*

What percentage of new students at public four-year institutions transfer from community and technical colleges?

Overall in Washington's public baccalaureate institutions, transfer students from Washington community and technical colleges make up 28 percent of the new entering undergraduates.

The percentage of new students at public four-year institutions that transfer from community and technical colleges in fall 2006 at the research universities was 29 percent; at branch campuses it was 62 percent; and at the comprehensive institutions it was 20 percent.

Community college transfers make up about a quarter of all new undergraduates at public four-year institutions



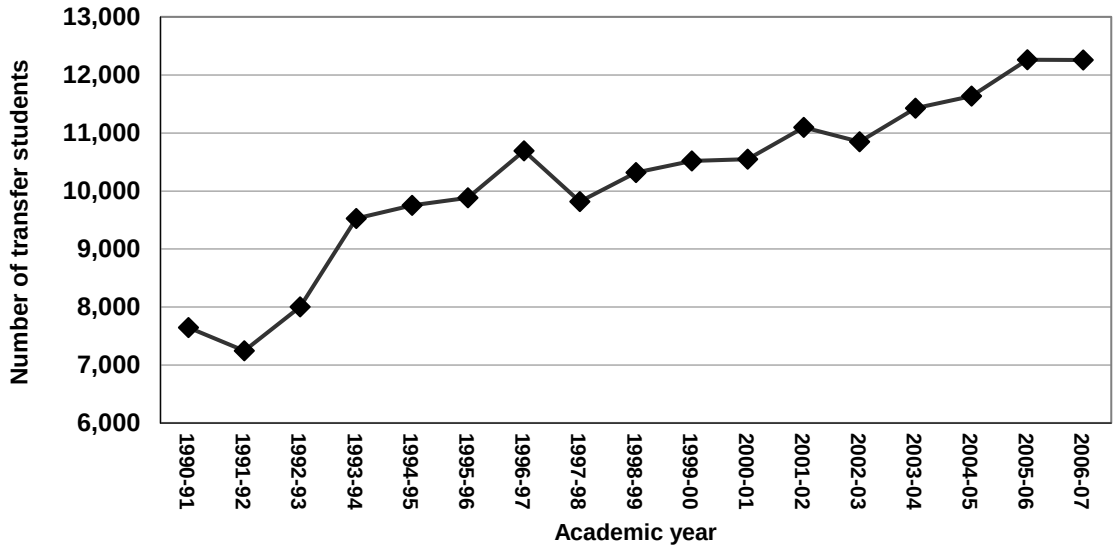
Source: Office of Financial Management, *Higher Education Enrollment Report,* Table 7, fall 2006.

Notes: Students with Running Start credits are included in "high school." "Other" includes transfers from Washington four-year institutions, transfers from out-of-state, and unknown.

What are the trends in student transfer rates?

The overall number of transfer students from community and technical colleges to public 4-year institutions continues to rise, from 7,646 in 1990-91 to 12,254 in 2006-97. This represents a 60 percent increase in the number of students transferring.

Number of student transfers from community and technical colleges to public baccalaureates (including Running Start)



Source: State Board for Community and Technical Colleges, *Academic Year Report, 2006-07*

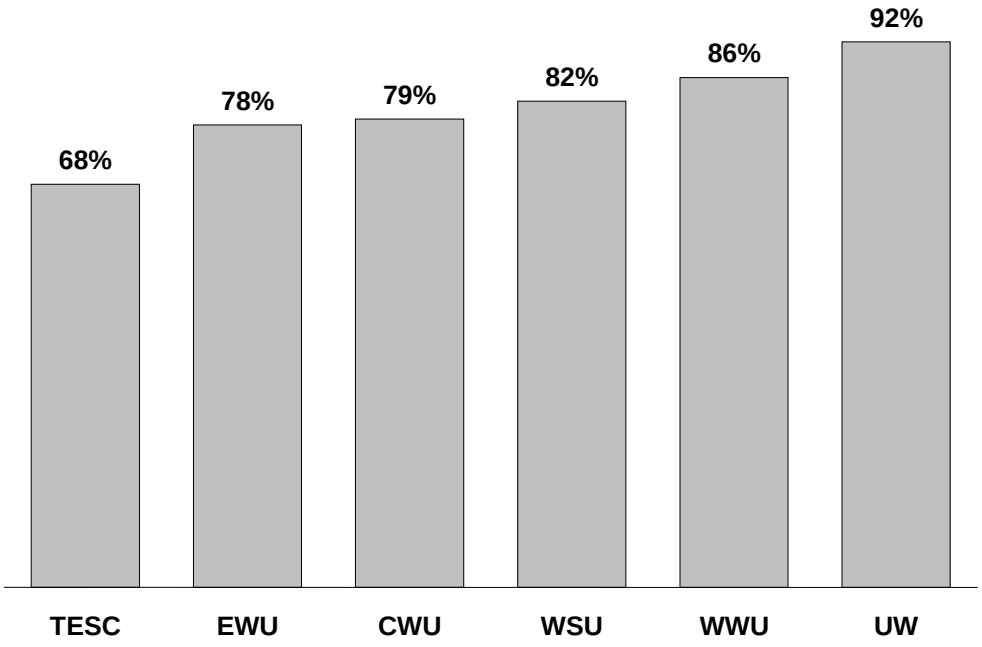
What proportion of freshmen return to school for their sophomore year?

Entering college is only the beginning of the postsecondary journey for the state's students. How well do these students proceed to graduation?

"Retention" rates, also referred to as "persistence" rates, measure the proportion of students enrolled at an institution in any given year – excluding graduates – that return for the next academic year. Of particular concern are freshman retention rates, as attrition is highest between a student's first and second years.

The four-year public institutions are under a legislative mandate to make efforts to improve their freshman retention rates. Typically, full-time freshman retention rates range from about 70 percent to about 90 percent at the four-year institutions.

Fall 2005 to fall 2006 full-time freshman retention rates for public four-year institutions in Washington



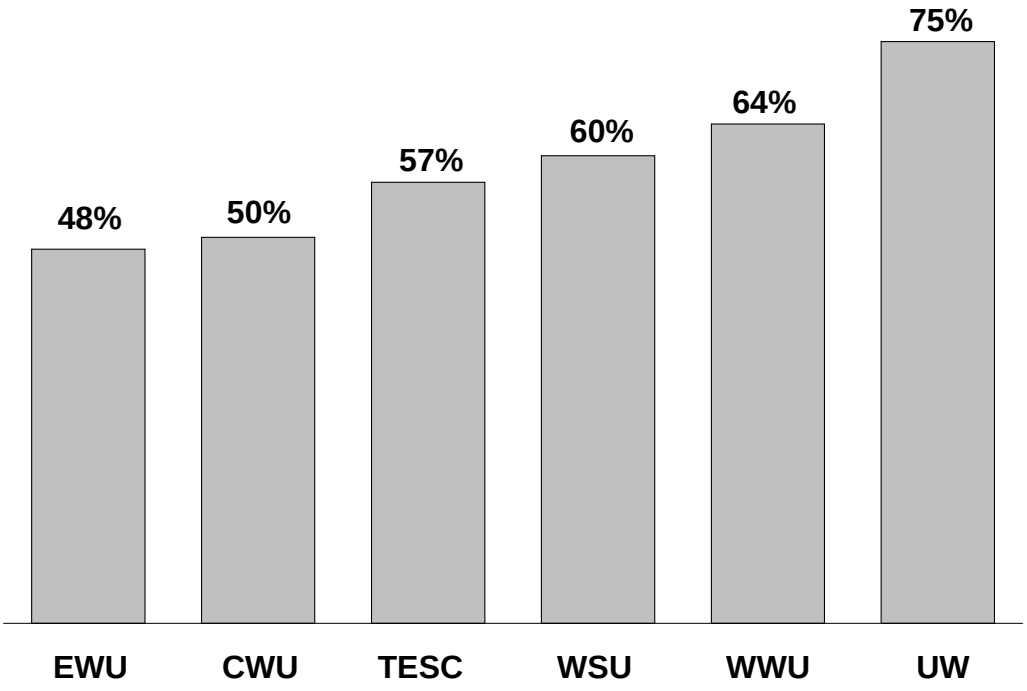
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

How quickly do public undergraduate students earn degrees?

Graduation rates include the proportion of entering freshmen who earn degrees within six years of beginning their studies, as well as the percentage of transfer students with associate degrees who earn bachelor's degrees within three years.

Six-year graduate rates vary widely across the four-year public institutions in the state. This variation may be due mainly to differences in the level of academic preparation that students bring to the schools.

Six-year graduation rates at the four-year public institutions for students who enter as freshmen as of fall 2006



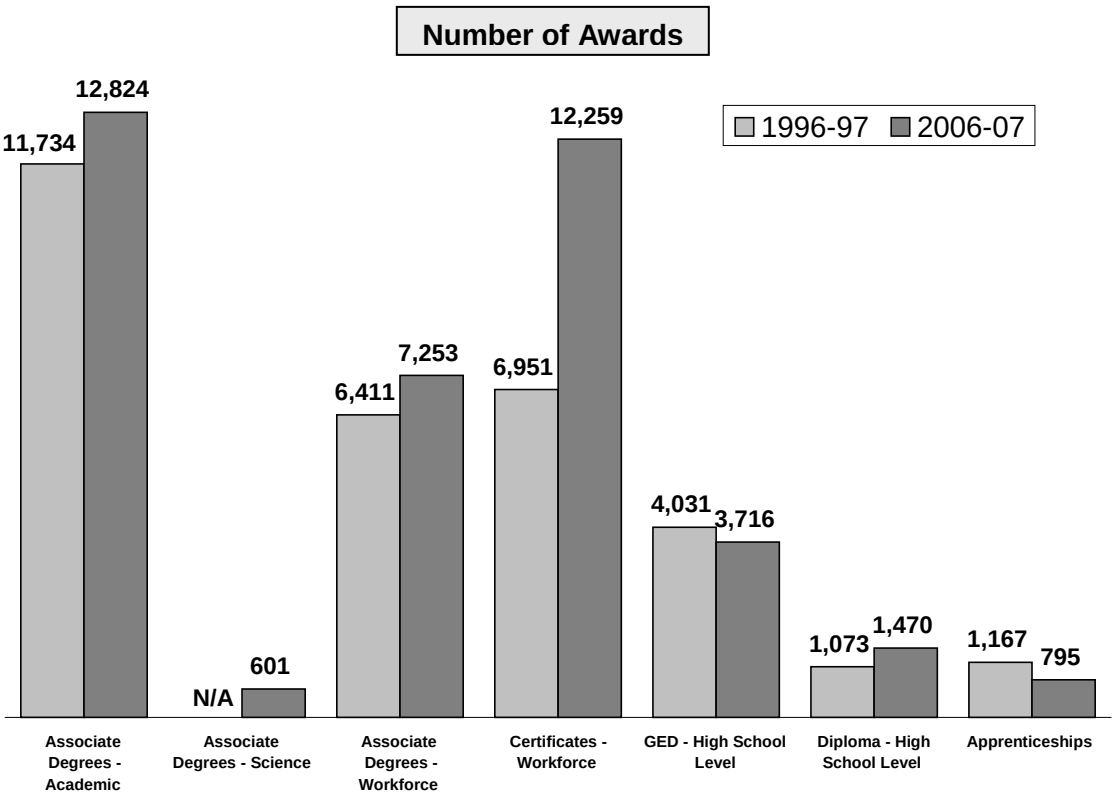
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

How many degrees and certificates are awarded each year at the community and technical colleges?

Community colleges award associate of arts degrees that prepare students for transfer or recognize two years of general education. Community and technical colleges also award associate degrees in applied technologies in several hundred programs as preparation for technical and paraprofessional positions.

Community and technical colleges award certificates in a variety of specific job-related programs. Certificate programs range in length from several weeks to more than two years. Colleges also help thousands of adults complete high school or earn the General Education Development (GED) certificate. In addition, nearly a thousand students each year complete apprenticeship training.

Degrees, college-level certificates, and other awards from community and technical colleges: 1996-97 and 2006-07



Source: State Board for Community and Technical Colleges, *Academic Year Reports*, 1996-97 and 2006-07.

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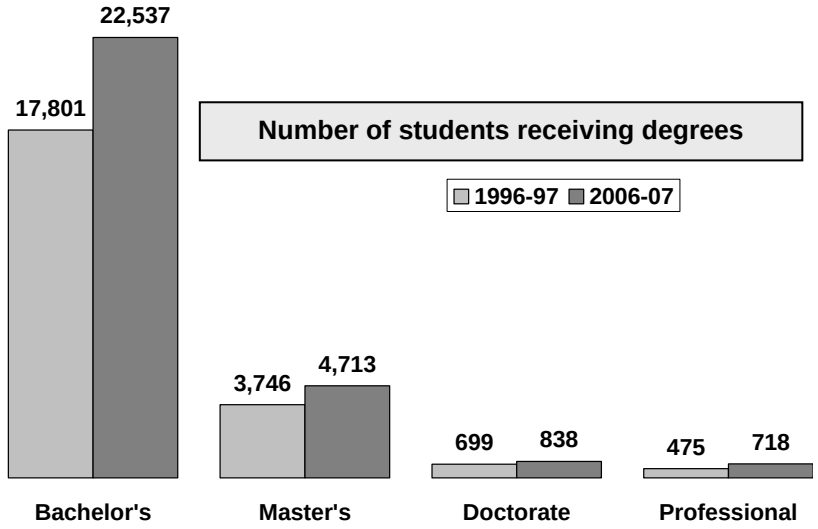
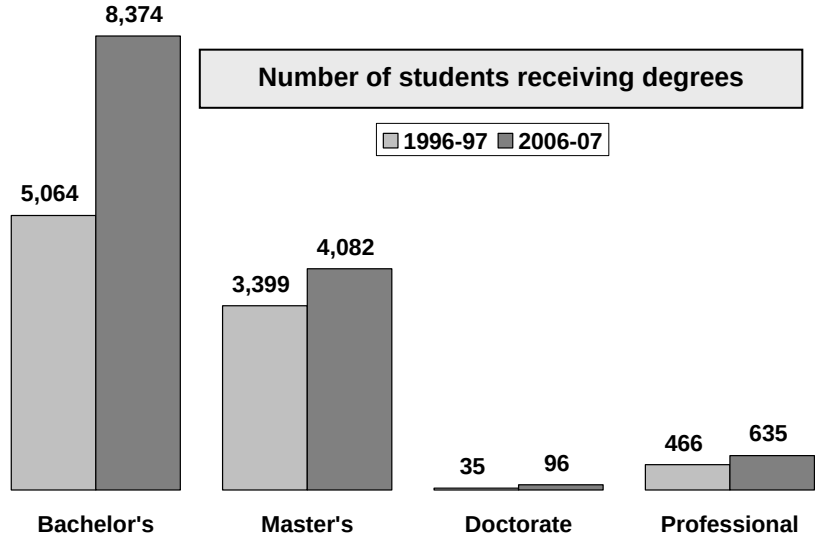
How many degrees are awarded each year at four-year institutions?

Public four-year institutions award the majority of degrees in the state. Private institutions (both non-profit and for-profit) also produce significant numbers of degree recipients.

Awards at public four-year institutions have increased for all types of degrees: 1996-97 and 2006-07



Awards at independent four-year institutions have increased for most types of degrees: 1996-97 and 2006-07



Source: Integrated Postsecondary Education Data System (U.S. Department of Education)

Gender

How does gender affect degree attainment and fields of study?

Women earn a larger share of bachelor's degrees than men. However, men and women receive disproportionate numbers of degrees in certain fields of study.

Percentage of students, by gender, earning bachelor's degrees: 1996-97 and 2006

	1996-97	2006-07
Women	55.8%	57.0%
Men	44.2%	43.0%

Program areas in which one or more Washington public four-year institutions disproportionately awarded degrees: 2006-07

Female Students

- *Communication, journalism, and related programs*
- *Education*
- *English language and literature/letters*
- *Family and consumer sciences/human sciences*
- *Health professions and related clinical sciences*
- *Interdisciplinary Studies*
- *Library science*
- *Psychology*
- *Public administration and social service professions*
- Area, ethnic, cultural and gender studies
- Biological and biomedical sciences
- Foreign languages, literatures, and linguistics
- General studies and humanities
- Visual and performing arts

Male Students

- *Computer and information sciences*
- *Engineering*
- *Engineering technologies/technicians*
- *Mathematics and statistics*
- *Military technologies*
- *Philosophy and religious studies*
- *Physical sciences*
- *Security and protective services*
- *Transportation*
- Architecture and related services
- Business, management, and marketing
- Communications technologies/technicians
- History

Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

Note: Programs listed in italics are highly disproportionate (a variance of 20 or more percentage points from the mean). Others listed range from a 10 to 20 percent variance.

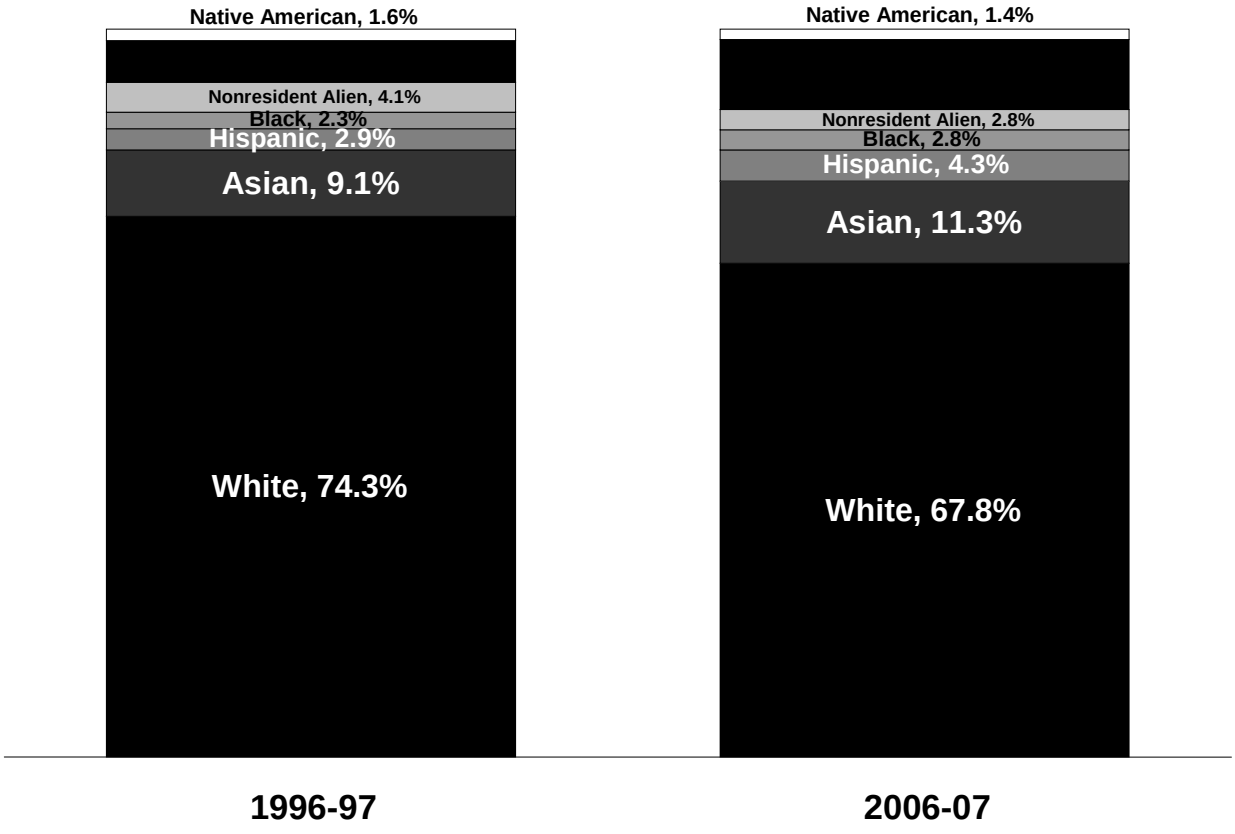
Race & ethnicity

What are the trends in minority degree completion?

Over time, there have been small increases in the proportion of bachelor's degrees earned by minority students.

However, diversity within the state's higher education system does not reflect diversity in society.

Percentage of students, by race and ethnicity, earning bachelor's degrees: 1996-97 and 2006-07



Source: Integrated Postsecondary Education Data System (U.S. Department of Education).

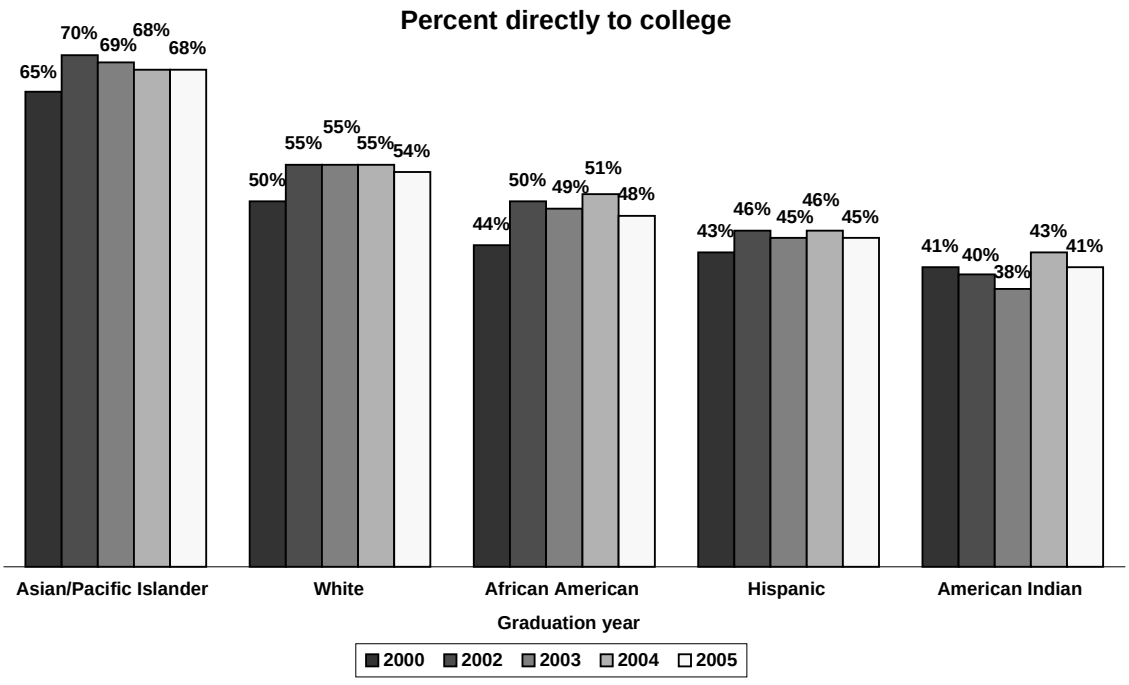
Note: Data reflect public and independent four-year institutions.

Race & ethnicity

What are the trends of college-going rates for racial and ethnic minority students?

White and Asian/Pacific Islander high school graduates are more likely to go directly to college than American Indian, Black, and Hispanic graduates.

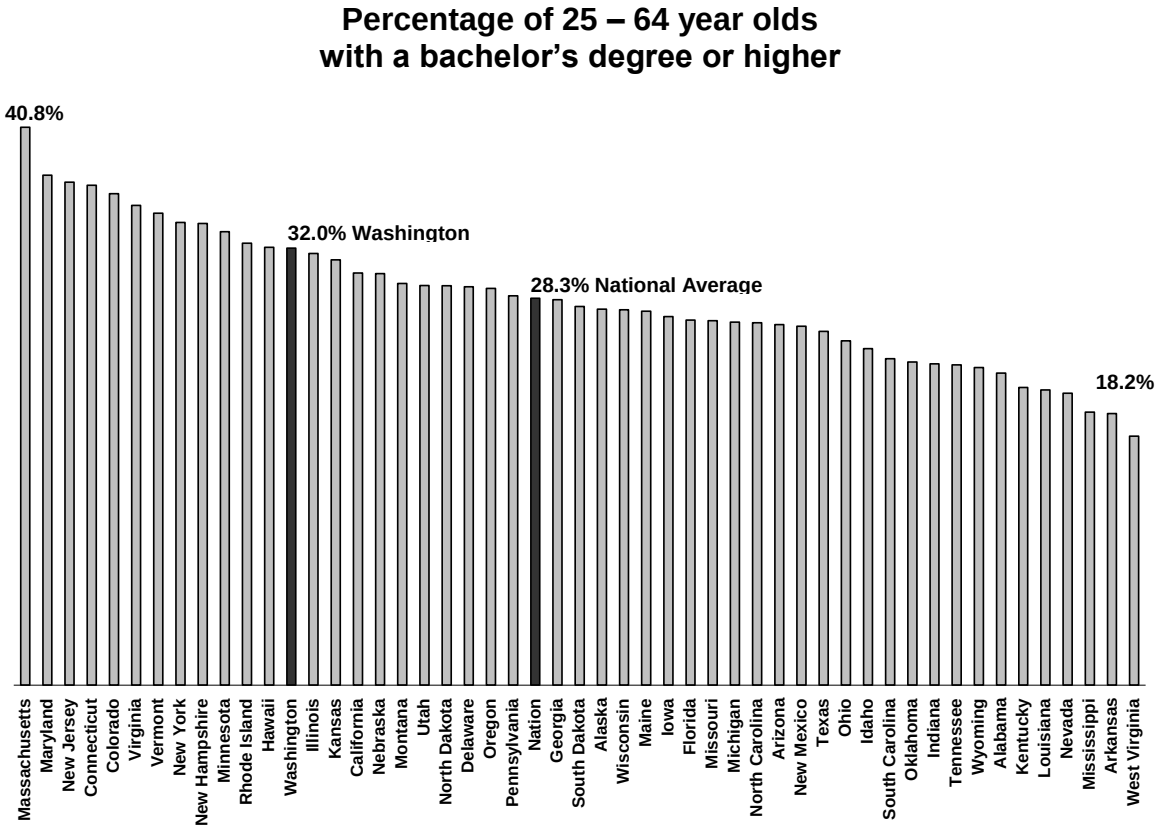
Percentage of high school graduates enrolling in college within a year by race/ethnicity: 2000-2005



Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, Washington State Graduate Follow-up Study (various years).

What percentage of Washington residents hold at least a bachelor's degree?

Washington ranks 13th nationwide in the number of state residents with a bachelor's degree or higher.

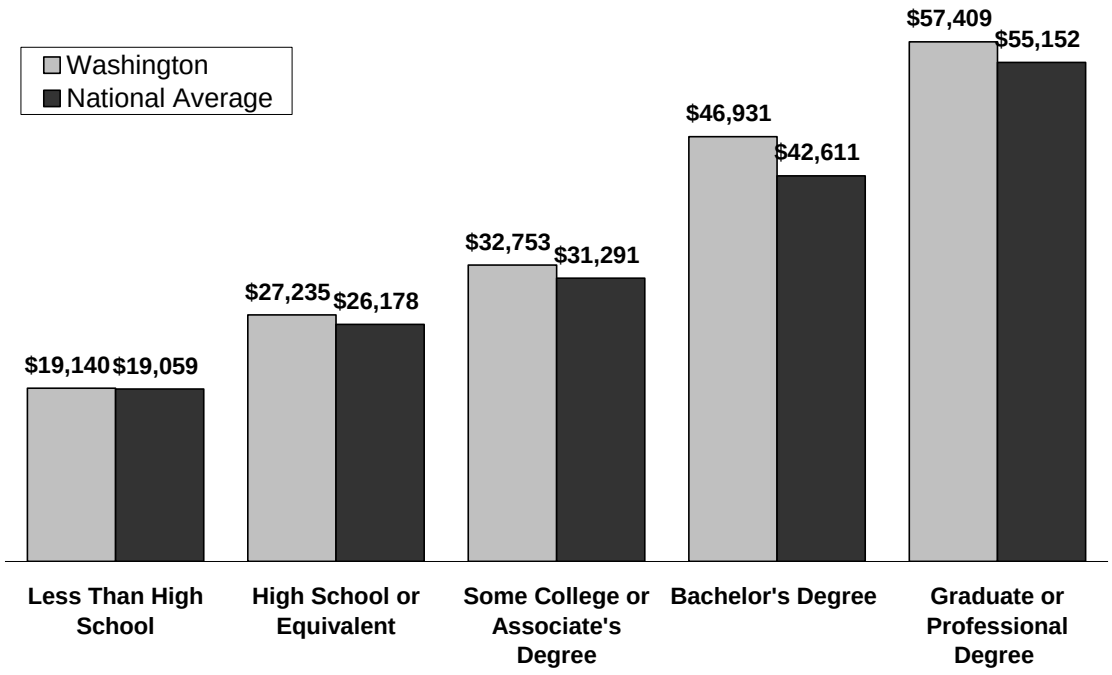


Source: 2006 American Community Survey (U.S. Census Bureau).

How does education level affect income?

Residents of Washington have earned more than the national average, based on their level of education.

Average income compared to education attainment



Source: 2006 American Community Survey (U.S. Census Bureau)